Design and Technology Policy

Glasshoughton Infant Academy

Jan 2019

Version 1

Next Review Jan 2020

Everyone deserves the Best!

Everyone deserves Respect!
**Introduction:**

At Glasshoughton Infant Academy we aim to develop and encourage children's natural creativity so that they can become confident and enthusiastic designers and technicians. We believe that children should be given the opportunity to enjoy, discuss and respond to a variety of craft, design and technical forms linked to their everyday learning.

**Purpose of study:**

Design and Technology embody some of the highest forms of human creativity. A high quality Design and Technology education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of design, craft and technology. As pupils progress, they should be able to think critically and develop a more rigorous understanding of Design and Technology. They should also know how Design and Technology both reflect and shape our history, and contribute to the culture, creativity and wealth of our Nation.

**Aims and objectives:**

The National Curriculum for Design and Technology aims to ensure that all pupils:

- Produce creative appealing products, exploring their ideas and recording their experiences.
- Become proficient in designing, making, evaluating and using their technical knowledge.
- Evaluate and analyse creative works using the language of craft and design.
- Know about great craft makers and designers, and understand the historical and cultural development of their designs and creations/products.
- Develop a range of designing and making skills.

**By the end of the EYFS, within Expressive Arts and Design, children will be expected to:**

- Safely use and explore a range of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.
- They represent their own ideas, thoughts and feelings through Design and technology.

**By the end of Key stage 1 children will be expected to:**

**Design**

- design purposeful, functional, appealing products for themselves and other users based on design criteria
- generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology
Make

- select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

Evaluate

- explore and evaluate a range of existing products – evaluate their ideas and products against design criteria

Technical knowledge

- Build structures, exploring how they can be made stronger, stiffer and more stable
- Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

At Glasshoughton Infant Academy our aims are:

- To encourage the natural abilities that every child possesses in this curriculum area.
- To allow children to demonstrate their creativity and individuality through their designs.
- To help children explore the world first hand using their senses and experimentation to gain knowledge and understanding of the world in which they live.
- To teach children to look carefully at images and artefacts from the past, the present and from other cultures.
- To help children communicate confidently and develop aesthetic judgements applied to their own work, to the work of others and to the world around them.
- To develop skills and knowledge of materials so that ideas can be generated, undertaken and completed with success.
- To ask and answer a range of questions through higher order thinking activities that are developed within the classroom.
- To work with others and to work independently to critique work produced, developing an ‘even better if’ culture across school.
**Teaching and learning styles:**

The school uses a variety of teaching and learning styles in Design and Technology lessons.

These lessons will be immersive and therefore have cross-curricular connections to other areas of the Curriculum.

Our main aim is to develop the children's knowledge, skills and understanding in Design and Technology. We ensure that the children participate in the process of designing, making, evaluating and critiquing their work. A child may critique their work numerous times to display progress from beginning to end.

Throughout the year we give children the opportunity to work on their own, work collaboratively with others, work in two and three dimensions and on a range of different scales. Children also have the opportunity to use a wide range of materials and resources, including ICT.

In Foundation Stage we aim to provide a rich environment in which we encourage and value creativity. Through group work and continuous provision, children explore a wide range of activities using their senses and a broad range of materials and tools.

All teachers draw attention to interesting examples of individual performance as a WAGOLL (What a good one looks like) for the other children to explore and discuss. They encourage children to evaluate their own ideas and methods, and the work of others, and say what they think and feel about them.

Careful, open ended questioning from adults allows children to consider why they have chosen a certain method or material and what they could do to improve it. Children are supported where necessary but encouraged to work independently and take pride in the work they produce.

**Assessment:**

In the EYFS teachers upload examples of Expressive Arts and Design and this is shared with parents and is assessed using Development Matters on Tapestry.

Across school teachers assess children's progress termly through Target Tracker. Their continued progress is also shared at Parent Consultation Evenings and drop ins and a final report is written on progress throughout at the end of the school year.

**Role of the Design and Technology Coordinators:**

- Responsible for coordinating the teaching of Design and Technology throughout the school.
- Provide support and advice to staff regarding the teaching and assessment of Design and Technology.
- Monitor the teaching of Design and Technology and the outcomes for all children.
- Revise and review the Design and Technology Policy.
• Monitor the teaching of Design and Technology across the school, highlighting the continuity and progression of the areas taught across the school.
• Attend relevant training and support staff through relevant training sessions.
• Monitor the use and need for resources throughout the school.
• Keep up-to-date on local and national initiatives and disseminate information.
• Encourage the professional development of staff.
• Create, revise and review the Design and Technology action plan and report on the teaching and outcomes of all children.

Resources:

We have a wide range of resources to support the teaching of Design and Technology across the school. General and frequently used resources are kept in individual classrooms such as: glue, junk modelling materials and clay. Children have access to a range of materials including tissue paper, felt and wool. Children will access a range of joining materials such as; paper clips, fasteners, sticky tape and glue. We have materials, fabrics and threads stored in central storage for everyone. For some areas of the curriculum specific resources are bought such as for food technology and wood work.

Celebration of success and display:

Displaying work is invaluable for children and we celebrate children's successes by displaying work around shared areas and within classrooms. Each year group takes turns to display work in the hall, the entrance and the library for all to see. Work is double mounted and questions are posed around work for children to consider. Each year group has a Twitter page where work can be shared with parents, this is a fantastic tool for sharing work and should be a vehicle for celebrating the child's work within this subject. Design and Technology work will be displayed within classrooms and throughout the school. Children's work will also be evidence on the Seesaw in KS1 and Tapestry in the EYFS.

Health and safety:

It is essential that teachers make pupils aware of any potential hazards when working with a variety of tools and materials including food. Teachers and pupils should know how to stay safe in relation to use and, when necessary, storage.

Equal Opportunities:

All children are given opportunities to take part in all Design and Technology tasks across school. Work is differentiated to meet the needs of all children. Children with SEN and children who are at risk of underachieving have structured interventions and are supported so their needs are met. Challenge groups are also in place for the more able children, both in and out of class. Topics across
school are chosen to appeal to all children. As a school we appreciate that all children have different needs and all staff work together to adhere to those needs.

**Monitoring and review**

This policy will be reviewed appropriate to new legislation or to the needs of the school.

Signed: Mrs A. Walker Headteacher

Signed: Mr P. Wagstaff Chair of Governors

Signed: Mrs K Crane Subject Leader

Review Date: Jan 2020